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Network in Higher Education

1998

Call for Proposals

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NETWORK

Professional and Organizational Development Network in Higher Education

**The 23rd Annual Conference of
The Professional and Organizational Network
in Higher Education**

October 15-18, 1998

Snowbird Resort and Conference Center, Snowbird, Utah

**COLLABORATIONS,
CONNECTIONS,
AND
COMMUNITY**

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COLLABORATIONS, CONNECTIONS, AND COMMUNITY

The 23rd Annual Conference of The Professional and Organizational Development (POD) Network in Higher Education

October 15-18, 1998

Snowbird Resort and Conference Center
Snowbird, Utah

The POD Network

POD supports a network of over 1,000 members—faculty and instructional developers, organizational developers, teaching assistant developers, faculty, administrators, consultants, and others who perform roles which value teaching and learning. While POD members come primarily from the U. S. and Canada, the membership also represents 13 countries. The POD Network and its members lead and support change for the improvement of higher education.

The POD Network Annual Conference

The POD Network's annual conference brings together experienced professionals, new developers, and other educators committed to continuing growth and development. This Call for Proposals is an invitation to share your ideas, experiences, research, and practice with colleagues who are interested in the improvement of higher education. We want to thank you in advance for contributing to the POD Network tradition of excellent conferences.

POD Mission

The Professional and Organizational Development Network in Higher Education fosters improvement through faculty, instructional, and organizational development. POD believes in human development and values people as individuals and as members of groups. POD considers the development of students a fundamental purpose of higher education that requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal and professional learning growth, and change for the higher education community.

Conference Theme

Proposals are welcomed in accord with the POD mission and this year's theme of collaboration, highlighted in our conference title "Collaborations, Connections, and Community." The theme of collaboration will be featured in sessions and activities throughout the conference. With regard to a description of collaboration, POD members considered the following statement:

For many of us, collaboration means sharing, working and learning together, and teamwork. It involves networking, dialogue and listening to one another, support, and cooperation. Collaboration can lead to unity, mutuality, commonality, and joint ventures such as partnerships. Collaboration respects and values diversity while inviting inclusiveness. Community and collegiality are at the heart of collaboration that draws together these various dimensions of involvement with others.

In response to this description of collaboration, participants in the POD electronic mailing list shared the following comments in November 1997:

“Collaborative communities [link] through individuals. I may be in a faculty development community, but I am also in an academic community.”

“ . . . collaborative communities have flexible boundaries, are open to change, create change to meet new needs and demands. Leadership is transformational, shared.”

“ . . . all human needs (e.g., Maslow’s hierarchy) might be met and dreams come to fruition in a collaborative community.”

“ . . . collaboration is a structural approach for overcoming differences between and among us and yet also valuing those differences.”

“The very act of collaboration is an invitation to us to find and focus upon our commonalities in order to have a successful collaborative effort; yet, it is also an invitation to value our differences because we each bring different talents, experiences, and skills to the collaborative act.”

“ . . . collaboration is a way . . . to not only value our differences but also to embrace new voices and new visions.”

“Collaboration means learning more about ourselves, our work, and uncovering new ways of knowing/practice . . . “

“Collaboration means active listening, empowering each other to meet and take on new challenges.”

“ . . . collaboration in POD is diversity and in diversity there is richness and strength, no matter what our sometimes visible or invisible differences are.”

These comments elaborate, extend, and reinforce some of the notions of collaboration contained in the initial description. These comments also indicate, as our conference title suggests, that collaboration is closely associated with making connections and practicing community.

Collaboration is a hallmark of POD and its membership. Our annual conferences and other activities exemplify many characteristics and dimensions of collaboration. Our “network” provides collegiality and support for those engaged in faculty development, instructional development, and organizational development. We want to maintain this “traditional” sense of POD and its annual conference. At the same time, we are mindful of the larger purposes we serve as professionals and the beliefs expressed in the POD Mission Statement.

These larger purposes are served, in part, through collaboration with “others.” Who are these others? The POD membership includes not only professionals who are developers, but also faculty, administrators, student and educational services staff, consultants, leaders in other professional associations, and other persons who are involved in higher-education advising, teaching, leadership, and management. The diversity of roles in our membership signals both challenges and opportunities for collaboration between and among “others” *in our institutions*. The professional work of POD members must take place in tandem with others who have an impact on the learning and development of students, faculty, staff, and administrators, and change within our institutions and the higher-education community. It also involves collaboration with “others” *outside colleges and universities*, whether they be in schools, business, industry, government agencies, museums, or other kinds of organizations. We know we can’t do it all, or do it alone, in higher education. We must find ways to appropriately and effectively collaborate with others in the larger purposes that we serve as individuals and as a professional organization.

For more than two decades the POD Network has given focus and visibility to faculty, organizational, and instructional development efforts undertaken by many persons at a rich variety of institutions. Much has been learned in this time period through research and practice. This growing body of knowledge and experience vitalizes our present practices and suggests new challenges for the future. At the center of these challenges is developing a better understanding of collaboration and how collaboration can be used to improve higher education, especially the learning and development of students, faculty, staff, and administrators.

Suggested Topics and Issues

In contrast to recent POD national conferences that have used the concept of “session tracks,” we are suggesting an emphasis on collaboration that cuts across faculty development, instructional development, and organizational development. While we recognize that the topics of sessions may not be categorized easily or may fit within several categories, we have identified the following potential groupings of sessions from conversations among POD members:

- *Understanding collaboration: what, who, how, why and its impact* (e.g., purposes that collaboration can serve, why collaboration is an essential part of community, diversity and collaboration, how collaboration is different from “hierarchical approaches” to work relationships, similarities and differences between collaboration and consensus-based decisionmaking, and epistemological assumptions that underlie collaboration)
- *Collaboration within colleges and universities* (e.g., collaboration of teaching center units with other organizational units on campus, collaboration between/among campus constituencies such as regular faculty, adjunct faculty, TAs, students, administrators, and staff in various academic and support units)
- *Collaboration with constituencies outside colleges and universities* (e.g., collaboration with other higher education institutions, schools, museums, government agencies, vendors, accrediting associations, employers, geographical and social communities from local to international)
- *Collaboration for support within the POD Network* (e.g., how POD might better nurture its membership through publications, conferences, consulting, networking, special projects, and other activities)
- *Collaboration of the POD Network with other groups and associations for advocacy and change* (e.g., partnerships or co-sponsored events with professional, disciplinary, or institutional associations that are state, regional, national, or international in scope)
- *Limitations and negative aspects of collaboration* (e.g., when collaboration is not the best idea, risks in collaboration, the downsides of collaboration, options to collaboration, how to overcome negative aspects of collaboration)
- *How to collaborate: knowledge, skills, and values for collaboration* (e.g., challenges of collaboration amid differences such as culture and power, developing collaborative skills, learning to work with and through conflict, preparing graduate students, TAs, and faculty to teach collaboratively, when it is okay to disagree, how to model collaboration, valuing differences and authentic collaboration, the sense of self and the sense of others in collaborative activities)

While the above categories about collaboration are not exhaustive, they offer a structure for identifying proposal topics and issues related to the conference theme.

Desired Qualities of the Conference and Its Sessions

Proposers are reminded that participants in the POD annual conference include persons new to the field as well as experienced developers, faculty, administrators, and other interested persons. In addition, participants at last year's conference suggested using collaborative presenters and techniques in as many conference sessions as possible; including more empirical studies and reports in conference sessions; discussing conference topics more critically and in-depth; actively engaging participants in all sessions.

Other suggested features of the 1998 conference include: inviting the participation of campus teams (e.g., teaching center personnel, provost, dean, department head, faculty/university senate leader, information technology personnel, and/or student services representative); offering special workshops and/or other conference sessions for academic administrators (provosts, deans, department chairs), faculty/university senate leaders, educational and student services professionals, new developers, and experienced developers; encouraging POD members to invite an international guest to the conference; designing one or more conference activities to demonstrate interdependence among participants; having more humor and laughter throughout the conference.

Format Options for Conference Sessions

In response to participant suggestions, an expanded number of format options are available for session proposals this year. Four session formats are continued from previous conferences (preconference workshop, presentation and discussion, roundtable, and poster) and three session formats are new this year (consultation, advance paper or book, and demonstration). Each format is described below, including items that should be considered in session proposals.

Preconference workshop session. This format emphasizes learning-by-doing, although brief presentations can provide useful background and contextual information. Reflective discussions can help to apply the knowledge, skills, and/or values that are objectives for the workshop. Workshop proposals might focus on one or more of the following target audiences: new developers, experienced developers, academic administrators, faculty/university senate leaders, student services professionals, library and information technology professionals, and others with whom teaching center personnel collaborate for the improvement of learning and teaching. Workshop session proposals should include the target audience, maximum number of participants, intended outcomes, materials, and activities. The workshop will occur as a three-hour or six-hour event on the afternoon of October 14 and/or the morning of October 15.

Presentation and discussion session. This format, which has been used in "typical" concurrent sessions at POD conferences over recent years, combines both presentation and discussion. This session format is *not* the reading of a paper or the delivery of a lecture. Part of the session time is used for the presentation of a focused topic, whether one or more presenters are involved. The remaining session time is used to actively engage participants in the exchange of ideas around the session topic. The description of each proposed presentation and discussion session should specify the topic, the target audience(s), the objectives (intended outcomes), the activities that will occur, and whether it is proposed for a 60-minute or 90-minute time period.

Roundtable session. This format is especially appropriate for small-group discussion, involving about 8-10 participants and a focused topic. Presenters do not make a formal presentation but rather offer participants a brief (one-page or two-page) written summary of a project, practice, or approach. Participants are expected to exchange comments and questions about the topic selected as the focus for the roundtable. Individual presenters (or facilitators) will be assigned a numbered table in a meeting room where interested persons select a table for small-group discussion. The description of each proposed roundtable should specify the topic, target audience(s), and the kinds of topic-related issues for active discussion during the session. This format is available for the 1998 POD conference in a 60-minute time block only.

Poster session. This format combines a graphic display of materials with the opportunity for individualized, informal discussion. Part of the poster display should include a brief abstract of a project, practice, or approach for discussion. Individual presenters (facilitators) are assigned a numbered space in a meeting room where conference participants circulate to explore topics of interest to them. The description of each proposed poster session should include the topic and target audience(s). This format is available for the 1998 POD conference in a 60-minute time block only.

Consultation session. This format is especially useful to offer (and receive) advice and concrete help on a particular problem, project, or approach that is currently being faced or is probable for the future. A consultation session can be designed as (a) assistance to participants, where an “expert” offers consultation in a particular area of practice or (b) assistance to presenters, where participants (the audience) provide advice for the definition and/or solution of a particular concern that is identified in advance of the session. The description of a proposed consultation session should identify the specific topic or problem for consultation, who will be offering assistance (the presenters or the audience), the intended outcomes of the session, and whether a 60-minute or 90-minute time period is preferred.

Advance paper or book session. This format is especially useful for topics that are leading edge, controversial, or associated with policy development and implementation. The session is designed as an in-depth discussion of a key topic, with active engagement of colleagues who have reviewed a paper or book prior to the conference. The prior reading of the paper or book is considered to be a “ticket of admission” to the session. The author(s) of the reading may wish to make a brief opening statement, followed (or preceded) by brief remarks from one or more discussants. The large majority of session time should be allocated to discussion and the exchange of ideas and questions around the advance reading. A session chairperson, not an author or discussant, is a suggested role for engaging all participants in the discussion. A “recorder” might be designated for the session to identify and summarize the main points emerging from the discussion. A potential “product” of this session could be a reflective paper on the session topic and its related discussion. The description of each proposed advance paper or book session should identify the paper or book selected for advance reading, the objectives (intended outcomes), the target audience(s), and the design for the session. This session format is available for the 1998 POD conference in a 90-minute time block only.

Demonstration session. The purpose of this session format is to display, explain, and familiarize the participants with a potentially useful tool or practice. This format is especially useful to enhance the diffusion of a new technology, approach, or process and thus open the door to new practices. One or more presenters can lead the demonstration and offer some “hands-on” time for participants to try out the ‘innovation.’ The description of each proposed demonstration session should include identification of the “new tool or practice,” the objectives (intended outcomes), the target audience(s), the design of the session, and whether a 60-minute or 90-minute time period is preferred.

The chart on the following page provides a snap-shot overview of the seven session formats. In addition to identifying key design features and offering comments on the general utility of each option, the chart includes time options for each format and some examples of topics and potential audiences which are suggestive (not prescriptive) for session proposals. Proposers are reminded that the format (and methodology) should be appropriate to the session topic, goals, and audience.

The conference registration materials also will provide an opportunity to request space at the Materials and Resource Fair, where institutions can display and distribute information about their programs, projects, publications, and services.

POD 1998 Conference: Session Format Options At-a-Glance

<i>Format</i>	<i>Design Features</i>	<i>Especially Useful for</i>	<i>Examples of Topics and Audiences</i>
PRECONFERENCE WORKSHOP SESSION (3-hours, one day or 6-hours, two days)	Brief presentations; learning-by doing; reflective discussions; focus on particular knowledge, skills, and/or values	Improving abilities of a designated target audience with particular roles or tasks to perform	Collaborative knowledge, skills, and/or values; new or experienced developers in FD, ID, and/or OD; academic affairs officers; library staff; information technologists; student services professionals; faculty or university senate leaders
PRESENTATION AND DISCUSSION SESSION (60 minutes or 90 minutes)	Combination of lecture and small-group or large-group discussion	Sharing ideas and information about theory or practice in a relatively homogeneous group	Any of the topic areas dealing with collaboration (e.g., see topics in this Call for Proposals, page 3); FD, ID, and/or OD issues and practices (e.g., see the back cover of this Call)
ROUNDTABLE SESSION (60 minutes only)	Written, brief summary of a project, practice, or approach; small-group discussion (8-10 persons)	In-depth discussion of a focused topic	With regard to FD, ID, and/or OD, challenges to collaboration; special projects; new approaches; leadership in a particular kind of institution
POSTER SESSION (60 minutes only)	Graphic display; individualized, informal discussion	Disseminating information about a particular project, practice, or approach	A research project dealing with an aspect of collaboration; a research project focusing on some aspect of FD, ID, or OD; an evaluation of an instructional practice; an evaluation of some aspect of student learning
CONSULTATION SESSION (60 minutes or 90 minutes)	Participants as resources for one another	Offering and receiving advice and concrete help for a particular problem, project, or approach	Promoting collaboration between faculty development and information technology units; faculty development by committee; merging faculty and curriculum development; assessing the effectiveness of instructional technology; involving teaching centers in an institution's strategic planning
ADVANCE PAPER OR BOOK SESSION (90 minutes only)	Read paper or book in advance; prepare critiques; active involvement of all participants; "record" of session (optional)	Issues or topics that are leading edge, are controversial, or deal with policy development and implementation	Methods and limitations of promoting collaboration through shared decision-making; different approaches to individual and institutional responsibility for faculty development; "good practice" in using student ratings for instructional improvement and evaluation of faculty performance; uses and abuses of adjunct faculty in developing universities as effective organizations
DEMONSTRATION SESSION (60 minutes or 90 minutes)	Display; explain, familiarize	Diffusion of a new technology, approach, or process	A process for collaborative learning and faculty development in an instructional technology project; a workshop model for enhancing the faculty's instructional development skills; conducting consultations for helping administrators and faculty to use institutional information; using faculty portfolios to promote faculty and organizational development

Criteria for Proposal Review and Selection

The program committee takes seriously its charge from the Core Committee, POD's board of directors, to select the most important, relevant, and outstanding proposals to feature at the annual conference. **Each accepted session is expected to model exemplary teaching and learning practices.** As noted above, collaborative sessions are encouraged in accord with the conference theme and POD's emphasis on networking. Early collaboration in the design of a session can enhance its quality.

The following five criteria will be used in the review of proposals: (1) clarity and coherence in the description and plan for the conference session; (2) relevance to the interests of conference participants; (3) likelihood that the session will provide useful information, skills, and/or ideas; (4) contributions to new or innovative practices that could improve student, faculty, staff, and/or administrator development; and, (5) likelihood that the session will stimulate active engagement of participants. In addition, reviewers will be asked to offer their perceptions of the relevance of a particular proposal to the conference theme of collaboration.

Each proposal that is received by the due date will be checked for completeness and then assigned to three readers for blind review. **Incomplete proposals will not be reviewed!** The Program Chairperson and Workshop Chairperson, in consultation with the Conference Coordinator, are responsible for making the final selection of conference sessions, based on the judgments of proposal reviewers and the blend of sessions at the conference. Each proposal organizer will be notified promptly of the outcome of the review process and will receive reviewers' feedback on the proposal.

Individuals should not submit more than one proposal as the principal organizer for a preconference workshop or more than one proposal as the principal organizer for a concurrent session during the conference. We also are suggesting that no one person serve as a presenter in more than two sessions accepted for the conference. Following these guidelines, all POD conference participants will have greater opportunities for the acceptance of proposals and for the offering of conference sessions.

We expect that each proposer will describe accurately, in the abstract that is submitted, the intent and process of a proposed session. We also expect that, if accepted for the conference, the proposed session will be implemented as described in the conference program (the published abstract) so that participants can make informed choices about which sessions to attend.

Instructions for Submitting Proposals

Each proposal should include the following materials:

- One (1) completed Proposal Cover Sheet
- Five (5) copies of the completed "Blind Review" form
- Five (5) copies of a two-page (maximum) proposal statement, with each copy stapled to a completed copy of the "Blind Review" form

Proposals for all session formats, including preconference workshops, must be postmarked by Monday, March 2, 1998.

Please note that proposals must be mailed in hard copy. No proposals will be accepted electronically or by fax.

All proposals for **preconference workshops** should be mailed to the Workshop Chairperson:

Jan Smith
Center for Teaching and Learning Services
University of Minnesota
120 Fraser Hall
106 Pleasant St. S. E.
Minneapolis, MN 55455-0433

All other proposals for **conference sessions** should be mailed to the Program Chairperson:

Joyce Weinsheimer
Center for Teaching and Learning Services
University of Minnesota
120 Fraser Hall
106 Pleasant St. S. E.
Minneapolis, MN 55455-0433

For general questions about the conference, contact the Conference Coordinator:

G. Roger Sell
Center for the Enhancement of Teaching
University of Northern Iowa
441 Library
Cedar Falls, Iowa 50614-0463
(319) 273-5858
roger.sell@uni.edu

If you know of others who you think would like to receive this Call for Proposals or registration materials for the conference, contact the POD Manager of Administrative Services:

David Graf
POD Network
Valdosta State University
Valdosta, GA 31698-0840
(912) 333-0068
dlgraf@valdosta.edu

ADVANCE REMINDER: BRING A TEAM TO THE POD CONFERENCE

You also are encouraged to invite an international guest to the conference!

Proposal Cover Sheet
23rd Annual POD Conference
October 15-18, 1998

Snowbird Resort and Conference Center

Snowbird, Utah

1. Session title: _____

2. Principal organizer and contact person (*responsible for communication with co-presenters*):

Name: _____

Institution: _____

Mailing Address: _____

Phone: _____ Fax: _____

Email: _____

3. Co-presenter(s): List name(s), institution(s), and mailing address(es)

Continued on Other Side

4. Topic area (mark all that apply in both A and B)

A. With regard to the conference theme of collaboration (see page 3 of the Call for Proposals)

- | | |
|---|---|
| <input type="checkbox"/> Understanding collaboration:
What, who, how, why, impact | <input type="checkbox"/> Collaboration of the POD Network
with other groups and associations |
| <input type="checkbox"/> Collaboration within
colleges and universities | <input type="checkbox"/> Limitations and negative aspects
of collaboration |
| <input type="checkbox"/> Collaboration with constituencies
outside colleges and universities | <input type="checkbox"/> How to collaborate: knowledge,
skills, and values for collaboration |
| <input type="checkbox"/> Collaboration for support
within the POD Network | <input type="checkbox"/> Other (Specify): _____
_____ |

B. With regard to POD focus (see definitions on the back cover of the Call for Proposals)

- | | |
|---|--|
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Instructional Development |
| <input type="checkbox"/> Organizational Development | <input type="checkbox"/> Other (Specify): _____
_____ |

5. Format of session (select only one and refer to pages 4-6 in Call for Proposals for descriptions of these formats)

- | | |
|--|---|
| <input type="checkbox"/> Preconference Workshop* (3 hr.) | <input type="checkbox"/> Consultation (60 min.) |
| <input type="checkbox"/> Preconference Workshop* (6 hr.) | <input type="checkbox"/> Consultation (90 min.) |
| <input type="checkbox"/> Presentation/Discussion (60 min.) | <input type="checkbox"/> Advance Paper (90 min.) |
| <input type="checkbox"/> Presentation/Discussion (90 min.) | <input type="checkbox"/> Advance Book (90 min.) |
| <input type="checkbox"/> Roundtable (60 min.) | <input type="checkbox"/> Demonstration (60 minutes) |
| <input type="checkbox"/> Poster (60 min.) | <input type="checkbox"/> Demonstration (90 minutes) |

*Workshops will occur on the afternoon of October 14 and/or the morning of October 15.

Send one (1) copy of this completed cover sheet with the other materials for your proposal. Must be **postmarked** by Monday, March 2, 1998 to be considered for the 1998 POD Conference.

“Blind Review” Proposal Form

Indicate no names and no institutions on this form or in the proposal statement. Send five (5) copies of this completed form, with each form stapled as a cover sheet to a two-page, double-spaced statement of the proposal. See #7 below for instructions on the proposal statement.

1. Session title: _____

2. Topic area (mark all that apply in both A and B)

A. With regard to the conference theme of collaboration (see page 3 of the Call for Proposals)

- | | |
|---|---|
| <input type="checkbox"/> Understanding collaboration:
What, who, how, why, impact | <input type="checkbox"/> Collaboration of the POD Network
with other groups and associations |
| <input type="checkbox"/> Collaboration within
colleges and universities | <input type="checkbox"/> Limitations and negative aspects
of collaboration |
| <input type="checkbox"/> Collaboration with constituencies
outside colleges and universities | <input type="checkbox"/> How to collaborate: knowledge,
skills, and values for collaboration |
| <input type="checkbox"/> Collaboration for support
within the POD Network | <input type="checkbox"/> Other (Specify:) _____
_____ |

B. With regard to POD focus (see definitions on the back cover of the Call for Proposals)

- | | |
|---|--|
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Instructional Development |
| <input type="checkbox"/> Organizational Development | <input type="checkbox"/> Other (Specify:) _____
_____ |

3. Format of session: refer to pages 4-6 in Call for Proposals for descriptions of these formats.
(Please indicate your priorities by signifying 1 = first choice, 2 = second choice, etc. If you do not want your proposal considered for any but your first choice, indicate “1” and leave the other selections blank.)

- | | |
|--|---|
| <input type="checkbox"/> Preconference Workshop* (3 hr.) | <input type="checkbox"/> Consultation (60 min.) |
| <input type="checkbox"/> Preconference Workshop* (6 hr.) | <input type="checkbox"/> Consultation (90 min.) |
| <input type="checkbox"/> Presentation/Discussion (60 min.) | <input type="checkbox"/> Advance Paper (90 min.) |
| <input type="checkbox"/> Presentation/Discussion (90 min.) | <input type="checkbox"/> Advance Book (90 min.) |
| <input type="checkbox"/> Roundtable (60 min.) | <input type="checkbox"/> Demonstration (60 minutes) |
| <input type="checkbox"/> Poster (60 min.) | <input type="checkbox"/> Demonstration (90 minutes) |

*Workshops will occur on the afternoon of October 14 and/or the morning of October 15.

Continued on Other Side

- Yes No

Yes

No

6. Equipment needed: Mark all that are essential for your proposed session
(Note: Generally, media other than a flipchart is not suitable for the structure and format of roundtable sessions.)

Overhead transparency projector and screen

VHS player and monitor

____ Flipchart, pens, and easel

Carousel slide projector and screen

Other (Please explain. Equipment requests other than those items listed above must be approved before the proposal can be accepted.)

7. Attach a double-spaced, two-page (maximum) statement of your proposal that includes, in this sequential order: (a) a **rationale or need** for the session you are proposing; (b) a **statement of objectives** (intended outcomes) of the proposed session that responds to the rationale or need identified; (c) an identification of the **targeted audience(s)** for participation in the proposed session; and, (d) **how the session will be conducted** to accomplish the objectives with an engaged target audience(s).

Send five (5) copies of this completed "Blind Review" Proposal Form with the other materials for your proposal. Must be **postmarked** by Monday, March 2, 1998 to be considered for the 1998 POD Conference.

POD and Its Support for Faculty Development, Instructional Development, and Organizational Development

The Professional and Organizational Development (POD) Network in Higher Education provides a focus and visibility for three particular kinds of development critical for the continuing improvement of higher education: faculty development, instructional development, and organizational development. In its Mission Statement, approved by the Core Committee on March 24, 1991, POD described these three kinds of development as follows.

Faculty Development

As envisioned by POD, faculty development encompasses activities that focus on individual faculty members first as teachers—as professionals engaged in fostering student development. A second theme in faculty development focuses on faculty members as scholars and professionals, and involves such tasks as career planning and development of various scholarly skills. A third area of faculty development addresses faculty members as persons, and involves activities that enhance a person's well-being such as wellness management, interpersonal skills, stress and time management, and assertiveness training.

Instructional Development

Instructional development strives to enhance individual faculty members' and their institutions' effectiveness by focusing on courses, the curriculum, and student learning. Instructors serve as members of a design or redesign team, working with instructional design and evaluation specialists, to identify course or curriculum strategies or processes appropriate to achieving stated outcome goals.

Organizational Development

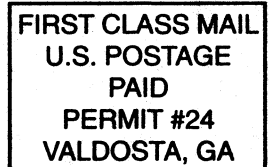
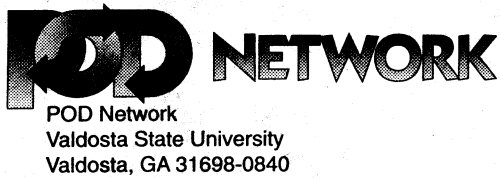
Organizational development focuses on the organizational structure and processes of an institution and its subunits. Organizational development seeks to help the organization function in an effective and efficient way to support the work of teachers and students. Leadership training for department chairpersons; effective use of group processes; review, revision, and active use of the mission statement; implementing organizational change processes; and institutional governance are representative topics that fall within the purview of organizational development.

Purposes of POD

Drawing on these three kinds of development, the main purposes of POD are:

- To provide support and services for members through publications, conferences, consulting, and networking.
 - To offer services and resources to others interested in faculty development.
 - To fulfill an advocacy role, nationally, seeking to inform and persuade educational leaders of the value of faculty, instructional, and organizational development in institutions of higher education
-
-

Important Dated Material



Delivee Wright
Director, Teaching and Learning Center
University of Nebraska-Lincoln
121 Benton Hall
Lincoln NE 68588-0623

Proposal Cover Sheet
23rd Annual POD Conference
October 15-18, 1998

Snowbird Resort and Conference Center

Snowbird, Utah

1. Session title: _____

2. Principal organizer and contact person (*responsible for communication with co-presenters*):

Name: _____

Institution: _____

Mailing Address: _____

Phone: _____ Fax: _____

Email: _____

3. Co-presenter(s): List name(s), institution(s), and mailing address(es)

Continued on Other Side

4. Topic area (mark all that apply in both A and B)

A. With regard to the conference theme of collaboration (see page 3 of the Call for Proposals)

- | | |
|---|---|
| <input type="checkbox"/> Understanding collaboration:
What, who, how, why, impact | <input type="checkbox"/> Collaboration of the POD Network
with other groups and associations |
| <input type="checkbox"/> Collaboration within
colleges and universities | <input type="checkbox"/> Limitations and negative aspects
of collaboration |
| <input type="checkbox"/> Collaboration with constituencies
outside colleges and universities | <input type="checkbox"/> How to collaborate: knowledge,
skills, and values for collaboration |
| <input checked="" type="checkbox"/> Collaboration for support
within the POD Network | <input type="checkbox"/> Other (Specify): _____
_____ |

B. With regard to POD focus (see definitions on the back cover of the Call for Proposals)

- | | |
|--|--|
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Instructional Development |
| <input checked="" type="checkbox"/> Organizational Development | <input checked="" type="checkbox"/> Other (Specify): <u>Our own professional development</u> |

5. Format of session (select only one and refer to pages 4-6 in Call for Proposals for descriptions of these formats)

- | | |
|---|--|
| <input type="checkbox"/> Preconference Workshop* (3 hr.) | <input type="checkbox"/> Consultation (60 min.) |
| <input type="checkbox"/> Preconference Workshop* (6 hr.) | <input checked="" type="checkbox"/> Consultation (90 min.) |
| <input checked="" type="checkbox"/> Presentation/Discussion (60 min.) | <input type="checkbox"/> Advance Paper (90 min.) |
| <input checked="" type="checkbox"/> Presentation/Discussion (90 min.) | <input type="checkbox"/> Advance Book (90 min.) |
| <input type="checkbox"/> Roundtable (60 min.) | <input type="checkbox"/> Demonstration (60 minutes) |
| <input type="checkbox"/> Poster (60 min.) | <input type="checkbox"/> Demonstration (90 minutes) |

*Workshops will occur on the afternoon of October 14 and/or the morning of October 15.

Send one (1) copy of this completed cover sheet with the other materials for your proposal. Must be **postmarked** by Monday, March 2, 1998 to be considered for the 1998 POD Conference.